Missouri
Reading Success Plan
Guidance for Missouri School Districts

Missouri Read, Lead, Exceed

INTRODUCTION

Early literacy education is critical to a student's long-term academic success. Therefore, it is important to identify students who have a substantial reading deficiency or are at risk for reading disabilities, such as dyslexia, as early as possible. Early identification allows educators to provide instructional support targeted to individual student needs, to monitor student progress and response to instruction over time, and to adjust instruction as needed.

This guidance document provides a systematic process for the development and implementation of a Reading Success Plan (RSP). The guidance is structured to address the following:

- **Define**: What is an RSP?
- **Identify**: Who needs an RSP?
- **Create**: What are the components of an RSP?
- **Implement**: How is an RSP implemented?
- **Exit**: When does a student exit an RSP?

DEFINE

What is an RSP?

An RSP is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. Missouri legislation (Section 167.645, RSMo) specifically addresses student literacy and lists the requirements of an RSP. The development of an RSP includes the process of gathering and analyzing student data, determining if a student has a substantial reading deficiency (SRD), using data to set student growth goals, and assessing whether students meet those goals at the end of instruction. Students who receive an RSP must have evidence-based intervention reading instruction that is grounded in the science of reading.

An RSP is designed to monitor the specific skills needing improvement as identified through a state-approved assessment, dyslexia screener, teacher observation, or any other relevant student reading data. The teacher should use the identified skills to select aligned, appropriate, and explicit interventions as well as progress monitoring tools to measure growth. See the list of approved assessments and assessment cycle in Appendix A.

This guidance offers a formalized, collaborative process for developing an RSP using assessment analysis and student growth data in the evaluation and planning of reading improvement.

> Section 167.645, RSMo, states "At the beginning of the school year, each school district and charter school shall provide a reading success plan to any student who: (1) Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or (2) Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia."

What is an SRD?

An SRD refers to a student who is one or more grade levels behind in reading or reading readiness established by Section 167.645, RSMo. This can be determined when a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension or overall Lexile level for the student's grade level.

What is the RSP process?

Gathering and analyzing student data

The first step in the RSP process is to gather and analyze student data. At a minimum, the body of evidence will include results from the state-approved foundational reading assessment as well as results from the required dyslexia screening, if administered separately from the state-approved foundational reading assessment. Once collected, local education agencies (LEAs) should review and analyze this body of evidence to determine if an RSP is required.

## *Determining if a student has an SRD*

Any student identified as having an SRD must be provided an RSP. As defined in Section 167.645, RSMo, an SRD exists when a student is one or more grade levels behind in reading or reading readiness. This can be determined when a student's reading assessment results in an "At Risk" level for reading competency or reading readiness in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension for the student's grade level; or if the student is one or more years behind in their overall Lexile level score.

Using data to set student growth goals

By using the body of evidence of student reading data, teachers are able to pinpoint a student's specific area of growth, which provides in-depth information about instructional needs. When the assessment indicates a skill deficit, multiple data points for that specific skill and/or associated skills are included that help determine intervention needs and goals. Once student growth goals are set and defined, the RSP should be updated and revised as new progress monitoring data is collected.

Assessing whether students meet goals at the end of instruction

An RSP is designed to monitor the specific skills needing improvement identified by teacher observation, reading assessments, dyslexia screener, and any other relevant student reading data. The teacher should use those identified skills to select aligned, appropriate, and explicit interventions and assessments to measure growth. The teacher and administrator must make a careful decision about an evidence-based intervention.
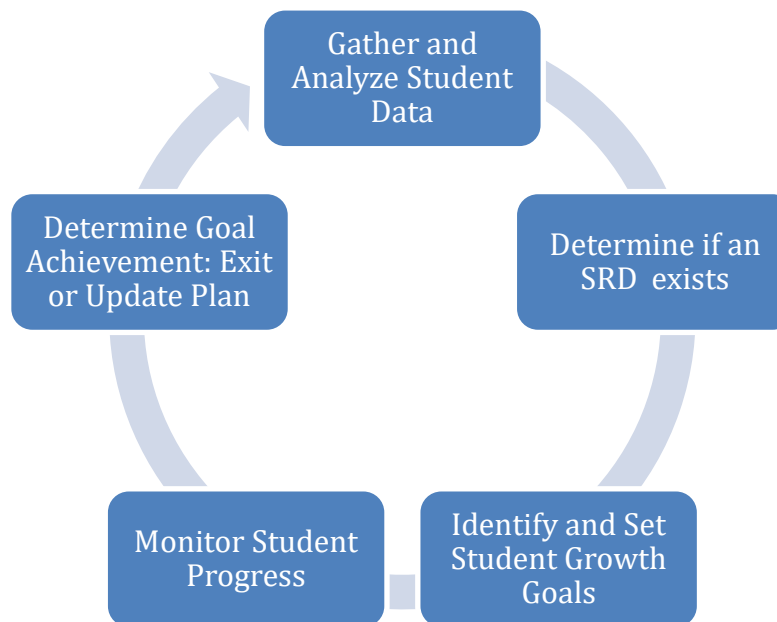
IDENTIFY

SRD Determination Process

Determination of an SRD is based on a body of evidence that includes reading assessment results/screener results, teacher observation, and evidence of being at risk for dyslexia or an official diagnosis of dyslexia. The beginning-of-year reading assessment may be the first piece of evidence to indicate that a student needs additional support to make adequate progress in reading during the year.

An LEA may use their discretion to place a student on an RSP who scores at approaching or meeting skill level on the beginning-of-year reading assessment if there is evidence of a reading deficiency and it is determined that the student needs additional support in reading instruction. If an LEA places a student on an RSP, all requirements of an RSP must be adhered to, including monitoring and reporting requirements.

Students who have an IEP that includes reading goals do not require an RSP. However, students who have an IEP that does not include reading goals and meet the requirements for an RSP must have an RSP. The individual needs of the student should dictate the goals and supports provided. All reading instruction must be evidence-based and grounded in the science of reading.

Body of Evidence: Data to measure literacy skills and inform instruction

A body of evidence is a collection of information about a student's academic performance that, when considered in its entirety, documents the level of a student's academic ability. At a minimum, the body of evidence to use to determine the need for an RSP will include results from the state-approved foundational reading assessment and results from the required dyslexia screening, but may also include teacher observation, formative assessments, and additional universal reading screeners, along with work that a student independently produces in a classroom. In addition, evidence may include scores on summative assessments if an LEA decides that summative assessments are appropriate and useful in measuring students' literacy skills.

Collecting data to measure literacy skills

Senate Bill (SB) 681 (2022) requires the administration of a state-approved foundational reading skills assessment to all students in grades K-3 to identify those who may be at risk for having an SRD. Additional qualitative and quantitative data in the body of evidence will include school readiness assessments, summative assessments, observations, and samples of classroom work. Information about students' language proficiency and other factors that influence academic performance may also be included.

A complete body of evidence measuring students' literacy skills includes all components of reading and oral language. When selecting additional data, teachers should ensure the materials or evidence accurately measures the skill deficits and areas of need identified in the beginning-of-year reading assessment. See Appendix B for examples of data sources to collect and analyze essential foundational reading skills.

SB 681 (2022) and Dyslexia

Educators, researchers, and policy makers generally agree that the defining characteristic of dyslexia is a deficit in word reading and processing. There is also general agreement that, to be diagnosed with dyslexia, children must have adequate vision and hearing acuity along with adequate cognitive skills to be able to learn to read (Elliot, 2020; International Dyslexia Association, 2002).

Students who are identified as being at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia will also be required to have an RSP. The LEA will provide an explanation that the instruction used to teach the child reading will be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

RSP Requirements by Grade Level and Essential Reading Skill

Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Lexile	RSP Determination Requirements
An RSP is required for every student identified as at risk for dyslexia or has a formal diagnosis of dyslexia at any grade level. All risk levels are determined by the vendor's cut scores.							
Kindergarten	At Risk						RSP Required
Grade 1	At Risk					1 year or more below grade level	RSP Required
	Identified as at risk in either of these two essential skills		identified as at risk in any two of these three essential skills				
Grade 2	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 3	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
An RSP is required for any student in grades 4 or 5 identified as at risk in any essential skill area.							
Grade 4	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 5	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required

Students will receive an RSP according to the chart above. Below is a bulleted description of each grade level requirements for RSPs.

- **Kindergarten**
  - Students require an RSP if identified as At Risk in Phonemic awareness
- **Grade 1**
  - Students require an RSP if identified as At Risk in any of the following:
    - Phonemic awareness or phonics
    - One year or more below grade level Lexile score
- **Grade 2 and 3**
  - Students require an RSP if identified as At Risk in any of the following:
    - Phonemic awareness or phonics
    - At least two of the following essential skills: fluency, vocabulary, or comprehension
    - At risk for dyslexia or has an official diagnosis of dyslexia
    - One year or more below grade level Lexile score
- **Grade 4 and 5**
  - Students require an RSP if identified as At Risk in any of the following:
    - Any of the essential skills areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension)
    - One year or more below grade level Lexile score

It is important to identify students at risk for reading disabilities early, provide instructional support targeted to individual student needs, monitor student progress and response to instruction over time, make adjustments to instruction as needed to ensure adequate progress toward important early literacy and reading goals, and evaluate outcomes for individual students and at a systems level. A key indicator of dyslexia is significant and sustained difficulty in gaining essential early literacy and reading skills despite being provided generally effective instruction. It's not enough to assess the student's skills, educators must also evaluate the instruction the student is receiving.

What data determines reading competency?

Data from beginning-of-year state-approved assessments, along with additional student reading data or teacher observation, determines a student's need for an RSP. The end-of-year reading assessment data determines a student's next steps, including exiting their RSP, enrolling in a summer reading program, and/or continuing their RSP over the summer and into the following school year. See Appendix A for a list of the state-approved assessments.

State-approved K-3 reading assessment data

The chart located on page 4 provides information to be included in the body of evidence to determine if a student requires an RSP. The chart labels the essential skills that, if determined to be At Risk, would require a student to receive an RSP. In addition to the essential skills areas, if a student is identified as being a grade level or more below in Lexile level, an RSP is required. Any student identified as being at risk for dyslexia on the state-approved reading assessment or another dyslexia-screening tool is required to have an RSP.

RSP Reporting Requirements

LEAs are required to report RSP data in MOSIS during the February and June reporting cycles. The following data must be reported:

RSP Reporting in MOSIS			
February	RSP – Yes/No	Primary Intervention – Select one of the following: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Primary Support – Select one of the following: Small group instruction, individual instruction, before or after school tutoring
June	RSP – Yes/No		

CREATE

Required Components of an RSP

A district must include the following components to meet the RSP requirements in Section 167.645, RSMo:
1. administer beginning of the year reading assessment and gather baseline data,
2. identify students in need of an RSP,
3. develop RSP growth targets,
4. provide intensive interventions/services,
5. provide professional development services if necessary,
6. document reading instruction programming,
7. monitor progress,
8. communicate with parents/guardians and make suggestions for regular parent-guided reading,
9. address reading proficiency in the Comprehensive School Improvement Plan (CSIP),
10. administer end-of-year reading assessment and update the RSP, and
11. report to the Department of Elementary and Secondary Education (DESE) all students requiring RSPs, specific intervention, and support provided in grades K-5.

Using data to inform literacy instruction

Student data are used to inform implementation of scientific and evidence-based core instruction and intervention for all students. For students who are determined to have an SRD, a body of evidence is used to inform the development and implementation of an RSP. This evidence should guide instruction and interventions for all students.

The body of evidence addresses the progression of skills and interconnectedness of the components of reading. SB 681 (2022) and Missouri Learning Standards provide guidance for skills at each grade level.

A complete body of evidence for students' literacy skills includes multiple sources of formal and informal data that address all components of reading. When selecting evidence, teachers should ensure that the assessments or tasks align with the skills and competencies for the components of reading. See Appendix C for examples of evidence-based reading instruction for each essential skills areas. Also, see Appendix B for examples of essential skills data sources to inform instruction.

IMPLEMENT

Factors to Consider

When implementing an RSP there are several factors to consider.
- It is necessary to understand that students, regardless of grade level, may land at any point on the literacy continuum. High-quality instruction must meet students where they are on the continuum and accelerate their learning.
- Student goals for growth should be directly tied through data analysis targeting the element or elements that keep the student from mastering foundational skills of development.
- If a student has an established or newly created IEP or IAP, review the student's plan to confirm that reading intervention needs, if necessary, are being addressed and are aligned with RSP requirements.
- Professional development for teachers should be consistent and ongoing.
- The District Literacy Plan should be evaluated annually for effectiveness.
- The RSP guidance and template provides the process in which a team will use diagnostic data and progress monitoring to create, revise, and eventually to exit a student as a successful reader.

See Appendix D for an RSP Implementation Checklist and Appendix E for an RSP Template.

Parent Communication

DESE recognizes family engagement as a critical area of focus in its accountability for a quality education system. The requirements of SB 681 (2022) present an opportunity to find new ways to involve families and caregivers as critical partners in developing early literacy.

LEAs are required to notify parents/guardians of a substantial reading deficiency and the implementation of an RSP. In addition, LEAs should offer a plan that includes suggestions for regular parent-guided reading at home. Regular communication with parents to provide progress update details must be provided for any K-3 student who has an RSP. An initial notification must be in writing for any student with an RSP, with at least three additional updates including an end-of-year report of the student's results on the state-approved reading assessment. Engaging families meaningfully and early about students' reading achievement progress contributes to student success.

Parent communication will include the following:
- identification of substantial deficiency in reading;
- description of the services currently provided;
- description of proposed supplemental services and supports, that will be provided to the child, designed to remediate the identified area of reading deficiency;
- strategies for parents/guardians to help the student succeed in reading proficiency, including, the promotion of parent-guided home reading;
- notification of summer reading opportunities, if available; and
- direct personal consultation to determine if retention is warranted with the parent/guardian and after the formulation of a specific plan of action to remedy the student's reading deficiency at the end of third grade. Relevant factors include
  - reading deficiency,
  - progress in other subject areas, and
  - the student's overall intellectual, physical, emotional, and social development.

All communication should be provided to the parent/guardian in a manner that is appropriate and includes accommodations as needed. All parents should be encouraged to engage in the work of developing literacy in young children. The LEA should find ways to encourage all families, including those who are not English speakers, to partner in this important effort. Developing skills in the first language enhances second-language learning. See Appendix F for samples of parent communication letters.

EXIT

Exiting a student from an RSP

SB 681 (2022) requires that an RSP remain in place until the student demonstrates grade-level reading competency. The RSP will be updated and revised based on progress monitoring until grade-level reading competency is achieved. This guidance supports LEAs in determining when a student has reached grade-level reading competency and may exit an RSP.

When can a student exit an RSP?

Section 167.645, RSMo, requires that an RSP initiated in grades K-3 remains in place until the student demonstrates grade-level reading competency. A student can exit an RSP when the student:
- demonstrates proficiency in all appropriate foundational skills areas as indicated on state-approved assessment scores (and in some cases the student's overall body of evidence) for at least two consecutive reading assessments, and
- maintains grade level competency in reading through Tier 1 instruction alone.

When making the decision to remove a child from an RSP, the LEA should consider the context in which the student demonstrated reading competency and the likelihood the student will continue to progress in reading without the RSP in place. If a student who has been removed from an RSP and future data identifies an SRD, the student must be given a new RSP.

Educators must use elements from the template provided to demonstrate a student's progress over time. Those results must be documented, compiled into a schoolwide form (if applicable), and sent to their district. The LEA will then compile results from all schools within its district and report to DESE as required.

Considerations:
- Has the student demonstrated mastery of the minimum competencies consistently, over multiple measures?
- Does the student demonstrate reading competency in all sub-skills measured by the assessment?
- Do the assessment data align with the additional body of evidence?
- Does the student require additional support through Tier II or Tier III interventions in order to maintain grade-level competency?
- If the student is an English Learner, was adequate language support provided through Tier 1 programming, including English Language Development instruction, to ensure continued progress in reading?

Exiting an RSP beyond third grade

Because Section 167.645, RSMo, requires that an RSP acquired in grades K-3 remains in place until the student demonstrates grade-level reading competency, some students will remain on an RSP beyond third grade. While the process to exit a student from an RSP is similar, the assessments and the body of evidence used to determine reading proficiency beyond third grade may differ. Students remaining on an RSP beyond third grade will be required to continue state-approved beginning- and end-of-year reading assessments, progress monitoring, as well as parent communication as previously required in grades K-3.

Early Learning & Early Literacy Assessment Cycle

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY **EDUCATION**

Kindergarten Entry Assessment (KEA)

Administered once, within the first 2–6 weeks of entering kindergarten

Kindergarten teachers use a KEA to measure the skills and behaviors of students entering school. The KEA is designed to measure five essential areas of school readiness.

Learn more about approved tools, training activities, and reporting at: dese.mo.gov/kea.

K-3 Evidence-Based Foundational Reading Assessments

Administered twice per year
1. *Within the first 30 days of the school year for grades 1–3 or before Dec. 31 for kindergarten*
2. *Within the last 30 days of the school year for K–3*

The K–3 Evidence-Based Foundational Reading Assessments measure student skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The data from these assessments are used to inform instruction, determine reading readiness, identify strengths and areas of growth, and determine if a Reading Success Plan (RSP) is required.

Learn more about the assessments at: dese.mo.gov/literacy.

K-3 Dyslexia Screener

Administered twice per year for kindergarten and three times per year for grades 1–3
1. *Within the first 30 days of the school year for grades 1–3*
2. *At mid-year for K–3*
3. *Within the last 30 days of the school year for K–3*

The Dyslexia Screener is designed to help identify students who may be at risk for dyslexia or other reading difficulties. All approved K–3 assessment vendors have a universal dyslexia screener to meet these requirements.

Learn more about dyslexia screening requirements and recommended screeners at: dese.mo.gov/dyslexia.

Assessment Cycle Diagram:
- KEA Administered
- Dyslexia Screener (Grades 1–3)
- Start of school year (K–3)
- LEAs administer beginning-of-year reading assessment
- LEAs report RSP data to DESE / Vendors report student data to DESE
- LEAs analyze beginning of year data / Vendors report student data to DESE
- Dyslexia Screener (Grades K–3)
- LEAs administer end-of-year reading assessment
- LEAs create Reading Success Plan (RSP) as needed
- Dyslexia Screener (Grades K–3)

Additional Information

Reading Success Plans (RSPs) must be provided by the end of the first quarter (end of January for kindergarten) for any student who exhibits a substantial reading deficiency, based on a body of evidence that includes, at minimum, results from the K–3 Evidence-Based Foundational Reading Assessment, but may also include teacher observation and other formative and summative assessments. Local education agencies (LEAs) enter RSP data in MOSIS as part of the February and June cycles.

Any students in grades 4–5 who remain on an RSP beyond grade 3 must be assessed for level of reading or reading readiness at the beginning and end of the school year.

Newly enrolled students in grades 1–5 must be assessed for level of reading or reading readiness with a state-approved assessment.

Evidence-Based Foundational Reading Assessments — Approved Vendor List (K–3)

Curriculum Associates© — i-Ready Assessment®
David Rogier • drogier@cainc.com • 618-402-5571
Patrick McCulloch • pmcculloch@cainc.com • 636-497-8429
www.curriculumassociates.com/programs/i-ready-assessment/diagnostic

Imagination Station© — Istation®
Julie Ellis • julie.ellis@istation.com • 314-613-9111
www.istation.com

NWEA© — MAP Reading Fluency©
Samantha Mullins • samantha.mullins@nwea.org • 312-409-0145
www.nwea.org/map-reading-fluency/

Renaissance Learning® — Star Assessments for Missouri Reading®
Jennifer Burns (LEAs with more than 3,500 students)
    Jennifer.Burns@renaissance.com • 816-820-8100 (cell)
Lynn Benz (east Missouri – east of Highway 63)
    Lynn.Benz@renaissance.com • 573-507-9256
Sandra Wimer (west Missouri – west of Highway 63)
    Sandra.Wimer@renaissance.com • 573-372-5466
www.renaissance.com/products/star-assessments/

Examples of essential skills data

Phonological Awareness	The awareness of all levels of the sound structure of spoken words. *Examples of data sources: (tasks should represent a continuum of difficulty)* teacher observation; family input; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes
Phonemic Awareness	A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound. *Examples of data sources: (tasks should represent a continuum of difficulty)* teacher observation; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes
Phonics	A method of reading and writing instruction that teaches spelling patterns (graphemes) to their sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them (relationship between letters and sounds). *Examples of data sources:* letter naming assessments; letter-sound correspondence assessments; blending and segmenting with print; phonics surveys; spelling inventories; nonsense words; writing samples
Fluency	The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read. *Examples of data sources:* oral reading fluency assessments; words correct per minute ; error analysis; connected text; teacher observation; teacher observation; writing samples
Vocabulary Semantics	Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text. *Examples of data sources:* word, phrase, sentence, and passage reading; word knowledge checklists; morphology assessments; vocabulary assessments; assessing sentence structure, text structure, and background knowledge
Comprehension	The process of extracting and constructing meaning from stories read orally or independently. *Examples of data sources:* home language survey; teacher observation; speech/language evaluations; family input; classroom comprehension activities; listening comprehension tasks; graphic organizers; retell; summary; categorizing activities; cloze reading assessment
Morphology	The study of the forms and structures of words. *Examples of data sources:* auditory/verbal/written response activities which assess how students put words together using morphemes (the smallest meaningful units), roots, and affixes to build and understand the meaning of words
Syntax	The formation of sentences and the associated grammatical rules. Syntax skills help us understand how words work — the meaning behind word order, structure, and punctuation. *Example of data sources:* auditory/verbal/written response activities which assess a student's use of word order in understanding and/or creating compound and complex sentences with proper punctuation

Moats and Tolman (2019) *LETRS Volume I*

Appendix C

Examples of Evidence-Based Reading Instruction	
Reading Component	**Example of Instruction**
Phonemic Awareness (PA)	Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.
Phonics	Effectively teach all steps in an explicit phonics lesson. For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.
Fluency	Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
Vocabulary	Adopt and use a routine for introducing and providing practice with new word meanings.
Comprehension	Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and language structures, verbal reasoning, and literacy knowledge using strategies that fit the text.

International Dyslexia Association, 2018

Appendix D
RSP Implementation Checklist

1. Gather Baseline Data • *Teachers need to know how well prepared their students are in order to help the students reach their growth targets. Beginning of the year assessments can help teachers determine learning gaps in specific skills and identify students with a substantial deficiency in reading.* • *The RSP Template presents a framework for recording baseline data and ensuring a high quality RSP with all necessary elements.*	**Baseline Data:** ☐ The beginning-of-year kindergarten assessment will be administered to obtain baseline data. The mid-year dyslexia reading screener will be included in the body of evidence in determining the need for an RSP for kindergarten students. ☐ The beginning-of-year state-approved assessment for grades 1-3 will be administered to obtain baseline data. **Skill Deficiency:** ☐ Data from a state-approved assessment is used to identify specific skill deficiencies. ○ phonological awareness ○ phonics ○ fluency ○ vocabulary ○ comprehension ○ morphology ○ syntax ○ orthography

2. Identify students in need of an RSP
 • *Teachers must identify students who are one or more grade levels behind in reading or reading readiness, have been identified through screening as at risk of dyslexia, or have a formal dyslexia diagnosis.*
 • *Determination is based on a body of evidence that includes the state-approved reading assessment.*
 • *If a student has an established or newly created IEP or IAP, the student's plan should be reviewed to confirm that reading intervention needs, if necessary, are being addressed and are aligned with RSP requirements.*
	Student RSP Identification:
	 ☐ Analyze baseline data (including the state-approved assessment data) to identify students with substantial reading deficiencies.
	 ☐ Identify students who have been screened and determined to be at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia.
	 ☐ Include teacher observation in the body of evidence when determining the need for RSP.
	 ☐ Review RSP for any students with an IEP to ensure alignment of goals and evidence-based reading instruction is provided.
	     • An RSP may be incorporated within the IEP and does not require a separate plan. These students will also be identified as receiving an RSP.
	 ☐ Evaluate students with limited English proficiency to identify reading proficiency level in the student's home language before determining if a significant reading deficiency exists.
	     • An RSP should be incorporated within the IAP and does not require a separate plan. These students will also be identified as receiving an RSP.

3. Develop RSP Growth Targets • *A growth target is the amount of student improvement expected based on identified goals. Typically, a growth target will be set in terms of the percentage of growth expected from a state-approved assessment at the beginning of instruction to the end.*	***The RSP Growth Targets:*** ☐ The RSP has rate of improvement (ROI) and benchmark goals aligned to the student's current assessment and screener results. ☐ The RSP has short-term objectives/targets that align to current data progress towards meeting student proficiency goals.

4. Provide Intensive Interventions/Services ● *The teacher must decide how much time students need to demonstrate the desired growth. Typically, the interval of instruction will cover the full length of the course. Ultimately, an RSP must offer enough time for the expected growth to occur from the beginning of instruction to the end.* ● *Teachers should consider developing tiered targets if the baseline data shows a significant gap in skills and knowledge among students.*	*Intensive Interventions/Services:* ☐ Intensive interventions and/or services are documented within the RSP and are being provided free of charge to every student who is identified as having a substantial reading deficiency. ☐ Intensive interventions and/or services match the specific skill deficiency identified: phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, or syntax. ☐ Intensive interventions and/or services align to evidence-based instruction. ☐ Interventions may include but are not limited to: small group or individual instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; extended school day, week, or year; and summer reading programs.

5. Provide Professional Development Services
 ● *The use of RSPs informs administrators in providing professional development opportunities regarding data analysis and assessment results.*
	The RSP Professional Development
	 ☐ For a district's program to be effective, teachers must receive professional development in the use of:
	      ☐ assessment data analysis
	      ☐ components of the RSP
	      ☐ specific reading skill deficiencies and needs for improvement high-quality instructional materials
	      ☐ state-approved assessments

6. Document Reading Instruction Programming ● *Section 167.645, RSMo, requires LEAs to provide evidence-based reading instruction for all students having an RSP.*	*Reading Instruction Program* ☐ Align reading instruction programming with evidence-based reading instruction. ☐ Document reading instruction programming within the RSP. ☐ Ensure reading instruction meets the need(s) of the identified skill deficiency of the student.
7. Monitor Progress ● *To ensure that students are on track to reach their RSP goals, the teacher must monitor progress by recording formative data throughout the year.* ● *Accurate formative data allows the teacher to adjust instruction/intervention as necessary and continuously inform students of their progress.* ● *The RSP Progress Tracker is a tool for monitoring progress towards those goals.*	*Progress Monitoring* ☐ Ensure a plan is in place to monitor and evaluate progress on goals and objectives. ☐ Revise intensive interventions based on data.

8. Communicate With Parents/Guardians ● *Communicate with parents/guardians and make suggestions for regular parent-guided home reading* ● *Notify any parent or guardian of a student with an RSP in order to provide information of student needs, progress, and support opportunities.*	*Parent/Guardian Communication* ☐ Notify parent/guardian of any student with an RSP at least annually in writing, and include the following: ☐ description of current services provided ☐ description of proposed intensive interventions ☐ information and strategies for helping the student at home succeed in reading proficiency ☐ Provide ongoing, regular updates at least four times per year from the student's teacher concerning results of the intervention as described in the RSP and student's progress. ☐ Share strategies for parents to use, designed to supplement the programming described in the RSP. ☐ Third grade parents/guardians will be notified in writing, in a timely manner, that a student on an RSP will be considered for retention if the student does not demonstrate reading proficiency growth by the end of third grade. ☐ Teachers and principals will provide opportunities, including information sessions to discuss all of the above written notifications. ☐ Consider communication with parents/guardians around the progress they are seeing with RSP goal support completed at home. ***The teacher will communicate with the parent/guardian in a language the parent understands.**
9. Address reading proficiency in the CSIP. ● *Each LEA will address reading proficiency as part of its CSIP.*	*Addressing Reading Proficiency in CSIP* ☐ Draw upon information about students from assessments conducted and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. ☐ Include strategies to reduce the percentage of absenteeism if more than 15 percent of an attendance center's students are not at grade level in reading by the end of third grade, including school and community strategies to raise the percentage of students who are proficient in reading. ☐ Review chronic early elementary absenteeism for its effect on literacy development as part of its CSIP or contract.
10. Administer the end-of-year assessment and update the RSP ● *Success on RSP is determined by performance on the designated end-of-year assessments. Summative results should also be recorded.*	*Review and revise RSP based on end-of-year student assessment:* ☐ Ensure students receive intensive reading instruction from a highly-qualified or effective teacher with expertise in teaching reading. ☐ Implement and continually revise RSP until the student has met grade level reading proficiency. ☐ Provide students increased daily time in school for intensive reading instruction beyond that received in the initial year. ☐ Review RSP on a monthly basis at minimum. ☐ Revise RSP to include additional strategies and interventions with increased frequency, intensity, or duration.
11. Report the specific interventions and supports as well as reading assessment data collected for grades K-5 ● *Once the RSPs are completed, the data will be collected, reported to DESE, and maintained by the district.*	**Once the RSP is complete:** ☐ The district approval authority should ensure all the elements of a high-quality RSP are present. ☐ The district will maintain a current version (and all previous versions) of the RSP will be placed in the student's permanent academic file and transferred with the student. ☐ The district will submit required data to DESE. ☐ The teacher will submit the RSP to the designated district approval person or committee (the district will provide guidelines on how such approval authorities should be established).

Appendix E
RSP Template

The following progress report shows the progress of the student across skill areas as they move toward reading proficiency.

Student Name:	Grade:
Teacher Name:	School Year:

☐ IEP   ☐ IAP   ☐ Other

Other identified plans	
History of Achievement (include strengths and areas of need from previous years based on assessments and parent input):	

State-Approved Assessment Results

Beginning-of-Year	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	Comments:
Mid-Year Screening	Score:	Comments:
End-of-Year	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	Comments:

Specific Literacy Need
*Data indicates specific skill deficit(s) in the following areas:

☐ **Phonological Awareness (PA)**   ☐ **Morphology**

☐ **Phonics**   ☐ **Syntax**

☐ **Fluency**   ☐ **Comprehension**

☐ **Vocabulary/Semantics**   ☐ **Orthography**

Reading Success Plan Goal(s)
*List the goals in order of priority and align objectives for progress monitoring to the outlined goals.

Goal #1:	Select specific literacy need:
Goal #2:	Select specific literacy need:
Goal #3:	Select specific literacy need:

Progress Monitor (PM)

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Goals and objectives developed for the student should align with identified specific skill deficit(s). Reference Missouri Learning Standards and Item Specifications when creating goals. When a significant reading deficiency is identified, progress monitoring is recommended every _____ days. Updates must be communicated to student's families four times throughout the course of the year, along with reading strategies to be used at home.

Goal 1 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Goal 2 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Goal 3 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Family Component: (Link to strategies)

*Strategies should be given to use at home that will supplement school services.

PM1 Date:	At-home guidance:	Strategy:
PM2 Date:	At-home guidance:	Strategy:
PM3 Date:	At-home guidance:	Strategy:
PM4 Date:	At-home guidance:	Strategy:

Parent Communication:

Date:	Communication:	Comments:

Date	Communication:	Comments:
PM1 Date:		
PM2 Date:		
PM3 Date:		
PM4 Date		

Classroom Teacher:	
Signature:	Date:
Administrator:	
Signature:	Date:
Parent:	
Signature:	Date:

Appendix F

Sample Parent Notification Letters

Identification

Dear Parent/Guardian:

In _____ school district, we recognize that early reading skills are strong predictors of lifelong academic success for our students. Our teachers dedicate significant instructional time to supporting students in developing literacy skills. We have numerous school and district level supports in place, including

- High-quality curriculum for all students
- High-quality classroom teachers
- Regular assessments of each child's reading progress
- A comprehensive multi-tiered system of support process that includes a multi-tiered system of supports for students

In order to meet the requirements of SB 681(2022), starting this school year we will also:

- Communicate regularly with parents/guardians of students who are reading below grade level
- Inform parents of reading supports provided to their child at school
- Increase systems of supports for students
- Develop a Reading Success Plan (RSP) for students needing support

We are honored to have the privilege to work with you and your student to build his/her skills as an independent reader across the curriculum. As a commitment to your student's success, we screen all students, K-5, with ASSESSMENT NAME three times a year. According to our most recent screening, your student shows performance in one of the following areas:

❏ Your student is at or above proficiency level. The student will receive core instruction and no additional interventions needed.

❏ Your student is at some risk of reading below expected levels according to SCHOOL NAME screening results. The student will receive additional reading intervention according to the SCHOOL NAME reading program guidelines.

❏ Your student is below expected/proficient level. Additional intervention is required in addition to a detailed, individual-reading plan.

If you have any questions or need further information, please contact _____ at SCHOOL NAME. Attached you will find the assessment information for your student.

 Sincerely,

_____Principal

RSP

Dear Parent/Guardian(s):

This letter is an acknowledgement that you have received, in writing, your student's Reading Success Plan (RSP) for the 202X-2X school year. You are also acknowledging that your child's school has provided you with at-home resources to help your student work towards grade level proficiency. By signing this form, you are acknowledging that <u>SCHOOL NAME</u> has made available your student's RSP for you to review and that we have offered you a personal copy.

Signature: _____ Date: _____

Exit

To the parent/guardian of _____,

Your student has been receiving additional support with reading instruction. We have reviewed your student's progress along with ongoing reading assessments. Your student's progress indicates that he/she is ready to discontinue the additional literacy support at this time. We will continue to monitor your student's progress and will contact you if they need additional support again.

Your student's progress should be celebrated. It is also important to continue reading to and with your student on a regular basis. Reading consistently and frequently helps independent readers continue to develop.

If you have any questions, please feel free to contact me.

Sincerely,

Name (Include classroom teacher and also intervention teacher when applicable.)
Title
Contact Information